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through music, dance, and games, will also be emphasized. Students will therefore read texts related to Scottish history and culture, visit sites, view artifacts, hike trails, and reflect on their journey in writing and present what they discovered to a future audience. Student's encounter with Scotland will be urban and rural, demonstrating the diversity of the country and how the landscape was marked by transformation and integration.

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## Student Learning Outcomes

As a result of this course, students will be able to:

1. Interpret key moments in modern Scottish history and understand Scotland's placement within the context of European history.
2. Reflect, in writing, in class discussion and movement activities, on their embodied experiences of traveling and studying in Scotland and exploring spaces and places significant to Scottish history and culture
3. Collect and interpret primary and secondary source material for the purposes of research
4. Disseminate their research during a public presentation
5. Build confidence in international travel and learn greater cultural sensitivity
6. Build confidence in confronting daily challenges and fulfilling team goals

## Texts and Videos

Please read the following texts and watch videos by 5/25/20. Readings can be found on our course Blackboard site.

Inglis, F. (2015). Fling with the Royal Family at Braemar. *British Heritage*, 36(1), 38–43.

Martin, B. (2018). Opening doors in the Highlands: A team of para athletes is headed to Scotland next month to introduce adaptive athletics to the Highland Games. *Sports 'n Spokes Magazine*, 44(4), 26–31.

## Assessments

- 50% Participation: This course requires active participation in pre-travel meetings and all activities in Scotland. This grade will be assessed through your participation in class discussion and your level of engagement in the daily assignments and group activities. Students are expected to attend the places listed on the itinerary and be supportive of their peers.
- 25% Research project: Students will pursue a research project based upon the collection of primary source evidence drawn from their travels. This evidence will be visual and textual, and can include material observed in museums or within the Scottish landscape, as well as music ballads and dances. Once students have gathered a significant collection of sources, they will select one to three sources for focus. Students will then place that source within its historical context by investigating secondary sources related to the topic.

At least three secondary sources should be selected that are either monographs or academic peer-reviewed journal articles. Students are welcome and encouraged to find more than three secondary sources to support their research. Please use the Maxwell library for interlibrary loan for books and the online database for peer-reviewed articles. Upon completion of their research, students will present their findings on the BSU campus upon our return. The research project grade will reflect the quality of sources selected, the level of organization and engagement with the research during the presentation, and public speaking skills.

- 25% Reflective Journal entries: Students will reflect on their readings of the course texts, learning Scottish history, and experiencing movement through “landscape as text” concepts. You can write about where you visited each day, what you observed, and how your observations relate to your readings on Scottish culture and history. You are also welcome to write about any other perspectives on what you see in terms of people, architecture, how you sampled the cuisine, or interpreted the music that you listened to in the evening. The journal can serve as a comprehensive reflection of your travels in Scotland. Students will produce one journal entry per day, and entry should be one page of single-spaced writing. The journal must be printed in Times New Roman font, twelve-point font size.

Dear students,

As John Dewey noted that “we don’t learn from experience, we learn from reflecting on experience.” We will be intentional in how we ask you to reflect each day by front-loading the day’s

activities. The reflections will be connected to our learning outcomes. Reflective questions will address how you experience their five senses throughout our travels in Scotland. We are excited about learning alongside you during our study tour. Travel necessitates flexibility and patience. Things do not always go as smoothly as we’d like. We will be supportive of you and want you to be supportive of the group as we have this adventure together!



## Policies

- When meeting for class lecture and discussion, students must put away all electronic devices and become attentive listeners to their instructors and classmates.
- Make sure that you arrive to lecture sessions on time and are timely with your group travels. Each day is scheduled to maximize your experience and arriving on time will help everyone involved.
- Plagiarism will not be tolerated. Students who plagiarize will lose credit for an assignment and could possibly fail the course.
- No coursework will be accepted after June 29

*Students with Exceptionalities* –Bridgewater State University is committed to ensuring all individuals equal access to its programs and services. Bridgewater offers a number of services to students who have a documented medical condition, are physically challenged, and/or have emotional or learning disabilities. The Disability Resource office is located in the Academic Achievement center in Maxwell Library. If you wish to learn more to seek equal access because you have a documented condition, visit <https://my.bridgew.edu/departments/DRO/SitePages/Home.aspx> for more information.

Please let us know, as soon as you register for the course, about your documented disability. We will make arrangements to ensure everyone's full participation in the course.

## Daily Itinerary (Draft)

**Day 1:** Departure from Logan Airport

**Day 2:** Arrive in Edinburgh. Bus to campus of Edinburgh University. Students have free day to explore Edinburgh

**Day 3:** Morning lecture and orientation on campus followed by visit to Edinburgh Castle

**Day 4:** Morning lecture on campus followed by day hike to Arthur's Seat

**Day 5:** Free day to explore Edinburgh. Suggestions include Palace of Holyroodhouse; Craigmillar Castle; National Museum of Scotland; the graveyard at Kirk of the Greyfriars; the real Mary King's Close; or the New Town

**Day 6:** Train to Inverness

**Day 7:** Day trip to Culloden Moor, Clava Cairns, and Cawdor Castle

**Day 8:** Day trip to Loch Ness and Castle Urquhart; continuing on to Glencoe

**Day 9:** Morning lecture followed by day hike in Glencoe

**Day 10:** Day trip travel by Jacobite steam train to Mallaig and bus to Eilean Donan Castle

**Day 11:** Train to Glasgow

**Day 12:** Departure from Glasgow Airport

The Blackford Highland Games look to be an hour from major cities and happen end of May each year. Competitions include dance. <http://www.blackfordhighlandgames.co.uk/index.html>

Activity	Guiding questions/Reflective Activities
Free day to explore Edinburgh	<p>Front-load: Exploring the city for the first time; encourage students to be open to experiences not simply noticing how Edinburgh is “different” from home.</p> <p>Reflective questions- How did you feel walking the streets of Edinburgh for the first time? What sounds did you hear that stick out in your mind? Did you sample interesting dishes for lunch? How did the sights and sounds of the city inform your first impression? Pick a moment you remember when you felt unsure of yourself or uneasy, reflect on that moment.</p>
<p>Morning lecture and orientation on campus followed by visit to Edinburgh Castle</p> <p>*Evening dance activity</p>	<p>Scottish Dance: front load- meanings of Dance in Scotland</p> <p>Reflective questions- How did you experience moving your body through dance? Were there similarities between Scottish dance and dance you are familiar with?</p>
Morning lecture on campus followed by day hike to Arthur’s Seat	<p>Front -load- Hiking: Paying attention to your own body and to supporting the group while enjoying the spectacular scenery. Group will decide the level of challenge to try today.</p> <p>Reflective questions- How did you experience your breath as we hiked uphill? How did it feel to see unfamiliar animals,</p>

	trees, and shrubs? How did you contribute to the group achieving our goal? How were you challenged by our activities today?
Free day to explore Edinburgh. Suggestions include Palace of Holyroodhouse; Craigmillar Castle; National Museum of Scotland; the graveyard at Kirk of the Greyfriars; the real Mary King's Close; or the New Town	<p>Front load- architecture. As you take pictures today, think about the ways the buildings look from the ground, from city overlooks, and from inside.</p> <p>Reflective questions- Pick one or two of your favorite pictures from today. Write about why you picked these pictures, how do these pictures capture different perspectives in the architecture?</p>
Day trip to Culloden Moor, Clava Cairns, and Cawdor Castle	<p>Front load: Battlefield reflection. Think about what it means to be in a place and space where many have suffered. What considerations do we need to make as visitors to this place?</p> <p>Reflective questions- Write a reflection from the perspective of one of the battle participants.</p>
Day trip to Loch Ness and continuing on to Glencoe by bus	Hiking -- Environmental question... Scotland Parks & Conservation...
Morning lecture followed by day hike in Glencoe	
Day trip travel by Jacobite steam train to Mallaig and bus to Eilean Donan Castle	

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All courses in the College of Education and Health Studies must include the following dispositions! Which are good practice for all of us.

## Students

1. Exhibits sensitivity to community and cultural norms while recognizing individual differences and experiences.
2. Demonstrates a willingness to work with other professionals and members of the community to improve the overall learning environment for students.
3. Establishes a positive classroom climate and contributes to a positive school climate by engaging in appropriate professional and supportive practices for self and colleagues.
4. Appreciates and respects individuals and their rights to privacy and confidentiality of information.
5. Provides fair and equitable access to all learners and exhibits personal integrity and ethical behaviors with all members of the learning community.
6. Nurtures all aspects of each student's **well-being** which may include cognitive, emotional, social and physical **well-being**, as appropriate.
7. Plans, assesses, reflects and revises instruction based on needs and changing circumstances and social contexts.
8. Demonstrates thoughtful, effective verbal and nonverbal communication skills and responsive listening skills.
9. Evinces commitment to professional growth and enthusiasm for subjects taught and keeps abreast of new ideas and developments in the field.
10. Connects academic content to everyday life.